

IMPLEMENTATION OF COMPUTER-BASED NATIONAL ASSESSMENT (ANBK) AT SMP NEGERI 1 KETAMBE IN SOUTHEAST ACEH REGENCY

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Abstract

The purpose of this study is to determine how the computer-based national assessment (ANBK) is implemented at SMP Negeri 1 Ketambe in Southeast Aceh Regency and the obstacles encountered in implementing ANBK at SMP Negeri 1 Ketambe in Southeast Aceh Regency. This study is a qualitative study conducted at SMP Negeri 1 Ketambe in Southeast Aceh Regency. The subjects in this study were the school principal and the ANBK implementation committee. The data collection techniques used in this study were observation sheets, interview guidelines, and documentation. Data analysis in this study was conducted by reducing the presentation, drawing conclusions, and validating the data. The results of this study on the implementation of the ANBK computer-based national assessment at SMP Negeri 1 Ketambe in Southeast Aceh Regency and the obstacles encountered in implementing the ANBK at SMP Negeri 1 Ketambe in Southeast Aceh Regency were seen from the analysis of research data from observations, interviews, and documentation, show that the implementation of ANBK at SMP Negeri 1 Ketambe in Southeast Aceh Regency has been carried out without any obstacles, with all implementation indicators being fulfilled, namely the AN room for students, supervisors, proctors, and technicians, the duties of supervisors, proctors, and technicians, and the rules and regulations for supervisors, proctors, and technicians, which were carried out in accordance with the predetermined steps.

Keywords: Computer-based, National Assessment (ANBK),

INTRODUCTION

The Indonesian government is currently improving and evaluating education by mapping quality through a national assessment program (AN) (Rudini, 2019). Mapping is carried out from primary to secondary education levels using instruments such as minimum competency assessments (AKM), character surveys, and learning environment surveys. The AN is implemented using a computer-based system, abbreviated as ANBK, which uses a test model with an online mode (semi-online) in accordance with the availability of facilities and infrastructure in schools or regions and the implementation schedule. ANBK is conducted simultaneously throughout Indonesia according to the level of education. ANBK has Standard Operating Procedures (SOP) AN set by the head of the Education Standards, Curriculum and Assessment Agency (Mustakim et al., 2020).

National assessment is an assessment program for the quality of each school, madrasa and equivalency program at the primary and secondary levels (Sitti Nuralan et al., 2022). The quality of educational units is assessed based on students' basic learning outcomes (literacy, numeracy, and character) as well as the quality of the teaching and learning process and the climate of educational units that support learning (Hamna & BK, 2022a). This information is

obtained through three main instruments, namely the minimum competency assessment (AKM), character survey, and learning environment survey.

According to Utomo & Ibadurrahman (2022), national assessments need to be conducted to improve the quality of education. These assessments are designed to produce accurate information to improve the quality of teaching and learning, which in turn will improve student learning outcomes. National assessments generate information to monitor (a) developments in quality over time, and (b) disparities within the education system (e.g., disparities between socioeconomic groups within educational units, disparities between public and private educational units in a region, disparities between regions, or disparities between groups based on certain attributes. National assessments aim to demonstrate what should be the main objective of educational units, namely developing student competencies and character (Ikbal, 2022).

Assessment is a systematic activity to obtain information about what students know, do, and work on. Assessment is usually related to student achievement. In its narrowest use, assessment has two purposes namely content objectives and process objectives, learning assessment objectives, namely formative and summative assessments, objective and subjective assessments. The principles of assessment are to improve student learning with the aim of supporting objective learning for all students, professional collaboration, and school committee participation in assessment development (Rahim Arham, 2022).

In general, assessment can be defined as a process of obtaining information in any form that can be used as a basis for decision-making about students, whether it concerns the curriculum, learning programs, school climate, or school policies (Mustakim & Linda, 2022). These decisions about students include how teachers manage learning in the classroom, how teachers place students in different learning programs, the level of tasks for students that are appropriate to their abilities and needs, guidance and comprehensive support, and resources for further study (Hamna & Windar, 2022). Curriculum and school program decisions include making decisions about the effectiveness of programs and steps to improve student abilities through remedial teaching. Decisions on education policy include policies at the school, district, and national levels (Hamna & BK (2020); Gumilar (2021).

Assessment can be simply defined as a process of measurement and non-measurement to obtain data on student characteristics according to certain rules (Rudini & Khasanah (2022); Abroto et al. (2021). In implementing learning assessments, teachers will be faced with (three) terms that are often confused in meaning, or even often used together, namely the terms measurement, assessment, and test (Utamajaya et al. (2020); Marwiyah et al. (2018).

Simply put, measurement can be defined as an activity or effort undertaken to assign numbers to a phenomenon, event, or object, so that the measurement results will always be in the form of numbers (BK & Hamna, 2021). The tools used for measurement can be standard measuring instruments such as meters, kilograms, liters, and so on, including subjective measurements that are relative in nature, and others. In the learning process, teachers also measure the learning process and outcomes, the results of which are in the form of numbers such as 50, 75, or 175 obtained from measuring the learning process and outcomes. These results are quantitative and cannot yet provide any meaning, because they do not indicate the quality of what is being measured.

SMP Negeri 1 Ketambe in Southeast Aceh Regency is a junior high school that has implemented the ANBK program. Based on observations of SMP Negeri 1 Ketambe in Southeast Aceh Regency, it is a school located in Southeast Aceh Regency that is nationally accredited and supported by adequate infrastructure. Various learning support facilities such as computers, laptops, liquid crystal displays (LCDs), CCTV, and internet networks have been installed in the school environment.

Based on the above assumptions, the problem with the national exam system model, namely the computer-based national exam (ANBK) implemented or piloted at SMP Negeri 1 Ketambe in East Aceh Regency, which is intended to replace the conventional national exam, is the readiness of students, which is the main factor in taking an exam model, that is different from the previous one. Many factors influence students' readiness in facing ANBK, ranging from mental and physical preparation, mastery of the material, and more importantly, understanding of the examination medium (BK & Hamna, 2022).



Figure 1 : SMP Negeri 1 Ketambe in East Aceh southeast

RESEARCH METHOD

The research used a qualitative approach according to (Utomo & Burhan, 2026), qualitative research is research based on post-positivism philosophy used to examine natural object conditions, (as opposed to experiments) where the researcher is the key instrument. Data sources were sampled using purposive and snowball sampling techniques, combined with triangulation, inductive or qualitative data analysis, and the results of this study emphasize meaning rather than generation. In this approach, the data presentation process is carried out by describing how the Computer-Based National Assessment (ANBK) is implemented at SMP Negeri 1 Ketambe, Southeast Aceh Regency.

This research was conducted at SMP Negeri 1 Ketambe in Southeast Aceh district. The research period was from February 11 to February 10, 2026. The subjects of this research were the ANBK implementation committee in 2026 and the principal of SMP Negeri 1 Ketambe in Southeast Aceh district. The data collection techniques used in this study were: observation, interviews, and documentation. The instruments used in this study were observation guidelines, interview guidelines, and documentation guidelines.

The data analysis technique used was qualitative. Miles et al. (Utomo & Purwaningsih (2022); Hamna & BK (2021) stated that qualitative data analysis techniques are as follows: Data reduction means summarizing, selecting key points, focusing on important matters, identifying themes and patterns, so that the reduced data will provide a clearer picture and make it easier for researchers to collect further data and search for it when needed. Data presentation. After the data has been reduced, the next step is to display the data. In qualitative research, data presentation can be in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. However, the most commonly used method for presenting data in qualitative research is through narrative text. Drawing conclusions and Verification. conclusions are the final step of a research period in the form of answers to the research questions.

RESULTS AND DISCUSSION

Assessment is an important process in education that is useful for evaluating the effectiveness of learning and curriculum achievement. The assessment process is very important for evaluating and improving the learning process. Therefore, in 2020, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) issued a National Assessment policy designed to replace the National Examination (UN) and the National Standard School Examination (USBN) as well as mark a paradigm shift in national education evaluation.

The results of the research in this chapter will discuss how the Computer-Based National Assessment was implemented at SMP Negeri 1 Ketambe in Southeast Aceh Regency. Steps in the Implementation Process Assessment No: 030/H/PG.OO/2026 Article 3 Scope of POS AN regarding the implementation of the 2026 national assessment explains that there are 6 indicators that must be met in the implementation of ANBK, namely 1) AN Room for Students, 2) Supervisors, Proctors, and Technicians, 3) Supervisor Duties, 4) Proctor Duties, 5) Technician Duties, 6) Rules and Regulations for Supervisors, Proctors, and Technicians.

The six indicators that serve as steps in the implementation of ANBK in this case, the implementation of ANBK at SMP Negeri 1 Ketambe, Southeast Aceh Regency, show that the implementation was carried out in accordance with the steps, namely the AN Room for Students was in accordance with the AN implementation standards with adequate computer facilities in accordance with standard specifications and a good internet connection speed. Supervisors from other educational units, proctors, and technicians who had been assigned tasks based on a Decree (SK) and the duties of supervisors, proctors, and technicians had been carried out in accordance with the guidelines. Supervisors from other educational institutions, proctors, and technicians were assigned tasks based on a decision Letter (SK), and the duties of supervisors, proctors, and technicians were carried out in accordance with the technical guidelines for the implementation of ANBK activities and the rules and regulations that were obeyed by all elements involved in the implementation of ANBK at SMP Negeri 1 Ketambe, Southeast Aceh Regency, in 2026.

In the implementation of ANBK at SMP Negeri 1 Ketambe, Southeast Aceh Regency, in terms of implementation constraints, there were no significant obstacles in its implementation because all aspects of the implementation had been planned and prepared as well as possible, both in terms of human resources, namely supervisors, proctors, technicians, and participants, as well as facilities and infrastructure that were very adequate in terms of good electricity supply, computers that meet specifications, and an internet network with good access speed.

From the discussion in the study on the implementation of the Computer-Based National Assessment (ANBK) at SMP Negeri 1 Ketambe, Southeast Aceh Regency, based on the results of research data collection from observation, interviews, and documentation, which were the instruments of this study, the researcher concludes that the implementation of the Computer-Based National Assessment Computer-Based National Assessment (ANBK) at SMP Negeri 1 Ketambe in Southeast Aceh Regency has been carried out well in accordance with the ANBK implementation standards set by the Ministry of Education and Culture.

Challenges faced in implementing ANBK at SMP Negeri 1 Aceh Tenggara Regency Based on the results of research conducted at SMP Negeri 1 Aceh Tenggara Regency in the implementation of ANBK, no significant challenges were found in its implementation due to the thorough preparations made by the committee and the implementing educational unit in terms of human resources (HR), namely supervisors taken from other educational units as well as proctors and technicians owned by the implementing educational unit who are competent in this field, and non-essential facilities and infrastructure to support activities, namely adequate rooms, computers with the desired number and specifications, and internet facilities with good speed, which have an impact on the quality of the ANBK implementation.





Figure 2 : ANBK Students SMP Negeri 1 Ketambe in East Aceh southeast

CONCLUSION

The implementation of the Computer-Based National Assessment at SMP Negeri 1 Ketambe, Southeast Aceh Regency, has been carried out in accordance with the assessment implementation process steps No:030/H/PG.OO/2026 Article 3 of the scope of the AN POS regarding the implementation of the 2026 national assessment with 6 indicators in the implementation of ANBK, namely, 1) AN rooms for students, 2) Supervisors, Proctors, and Technicians, 3) Supervisor Duties, 4) Proctor Duties, 5) Technician Duties, and 6) for Supervisors, Proctors, and Technicians. No obstacles were found in the implementation of the Computer-Based National Assessment at SMP Negeri 1 Ketambe, Southeast Aceh Regency, both in terms of facilities and infrastructure as well as the committee and students who participated in the National Assessment.

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